

**THE INFLUENCE OF USING SMALL-GROUP DISCUSSION
METHOD TOWARDS STUDENTS' WRITING ANALYTICAL
EXPOSITION TEXT ABILITY AT THE SECOND SEMESTER
OF THE ELEVENTH GRADE OF SMK MA'ARIF
SUKOHARJO IN THE ACADEMIC
YEAR OF 2020/2021**

**A Thesis
Submitted in Partial Fulfillments of the Requirements
for S1-Degree**

**By
MITA ARIYANI
NPM. 1611040337**

Study Program	: English Education
Advisor	: Rohmatillah, M.Pd
Co-Advisor	: Fithrah Auliya Ansar,

M.Hum



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE OF ISLAMIC UNIVERSITY STUDIES
OF RADEN INTAN LAMPUNG
1442 H / 2021 M**

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ABSTRACT

This research was conducted in SMK Ma'Arif Sukoharjo. The teacher' technique in teaching writing always used the same way using Contextual Teaching and Learning Method. Therefore, the research applied Small-Group Discussion Method as effective methods to students are allowed to work cooperatively with their friends in a group. The objective of the research was to find out whether there was a significant influence of using Small-Group Discussion Method towards students' writing analytical exposition text ability at the second semester of the eleventh grade of SMK Ma'Arif Sukoharjo in the academic year of 2020/2021.

The research methodology was quasi experimental design. In collecting data, the researcher used instrument, pre-test ad post-test. The instrument was analytical exposition writing test. After giving the post-test, the researcher analyzed the data by using SPSS to compute Independents Simple t-test.

From the data analysis, it was found that the result of $T_{\text{-test}}$ was 0.000. This result is consulted to the score of the value significant generated Sig. (p_{value}) = 0.000 $\leq \alpha = 0.05$. Therefore, H_o is rejected and H_a is accepted. In other words, from this research it is known that Small-Group Discussion Method can improve the students' writing ability. It can be concluded that there is a significant influence of using Small-Group Discussion Method towards students' writing ability.

Keywords: *Analytical Exposition Text, Quasi Experimental Research Design, Small-Group Discussion Method, Students Writing Ability.*



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ADMISSION

A thesis entitled: **“The Influence of Using Small-Group Discussion Method Towards Students’ Writing Analytical Exposition Text Ability at the Second Semester of the Eleventh Grade of SMK Ma’Arif Sukoharjo in the Academic Year of 2020/2021”**, by: Mita Ariyani, NPM: 1611040337, Study Program: English Education was tested and defended in the examination session held on: Thursday, October 21th 2021.

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DECLARATION

I hereby state this thesis entitled “The Influence of Using Small-Group Discussion Method Towards Students’ Writing Analytical Exposition Text Ability in the Second Semester at the Eleventh Grade of SMK MA’Arif Sukoharjo in the Academic Year of 2020/2021” is completely my own work, I am fully aware that I have quoted some statements and theories from other sources, and they are properly acknowledge in the thesis.

Bandar Lampung,
2021

Declared by,

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ - ١

“Nun, by the pen and by the (record) which (men) write.” (QS. Al-Qalam:1)¹

¹ Abdullah Yusuf Ali, *The Meaning of Holy Qur'an New Edition Revised Translation, Commentary and Newly Index* (Beltsville: Amana Publication, 2005), p. 1506

DEDICATION

Praise and gratitude to Allah Almighty for His abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. Allah SWT who always loves me everywhere and every time and keeps me to the right way.
2. The greatest inspiration in my life, my beloved parents, Mr. Agus Purwadi and Mrs. Heriyati who always love me and keep on praying for my life and success. Thank you very much for all the motivation, support and their endless love, support, patience, and guidance. I love you forever. May Allah Almighty pour love and devotion back within His never ending.
3. My beloved brother and sister, Alvan Ferdiansyah, Mira Yunia Ariyanti and all of my big family who cannot be mentioned directly in this thesis one by one, thanks for your support, motivation, and always remind me to do the best until the competition of this thesis.
4. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.

CURRICULUM VITAE

The writer's name is Mita Ariyani. She was born on May 03th, 1999 in Pandansari, Sukoharjo, Pringsewu. She is the first of third children of Mr. Agus Purwadi and Mrs. Heriyati. She has one brother and one sister. They are Alvan Ferdiansyah and Mira Yunia Ariyanti.

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Firstly, I would like to express my sincerest praises to the God Allah SWT, who has lent me His blessing and mercy for the completion of my study in the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Prophet Muhammad SAW (peace be upon him), the best lover of the God Allah, who was sent to us to enlighten the path of humanity and divine salvation.

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2. Prof. Dr. Hj. Nirva Diana, M.Pd. the Dean of Faculty of Tarbiyah and Teaching Training, Raden Intan State Islamic University of Lampung.
3. Meisuri, M.Pd. Chairperson of the Department of English Education Faculty of Tarbiyah and Teaching Training, Raden Intan State Islamic University of Lampung.
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7. Arif Lukman, S.Pd the headmaster of SMK Ma'Arif Sukoharjo for allowing her to conduct the research at the school.

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9. His all beloved friends who have given motivation and support to finish this thesis.

Finally, the writer is fully aware that there are still many weaknesses in this thesis. Therefore, the writer truthfully expects criticism and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung, 2021
The Researcher

Mita Ariyani
NPM. 1611040337

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Writing is one of the language skills besides of listening, speaking and reading that must be mastered by English learners. The practice of writing becomes something important because writing includes grammatical complexity. They must be able to express their thoughts in writing to develop their ideas and keep readers interested when they read them. Setiyadi stated that writing is skill in which we express ideas, feelings and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.¹ This means that writing is an activity to express ideas, positions, and judgments in written form using the eyes, brain, and hands.

Douglas stated that writing is a transaction with words in which you free yourself from what you are thinking, feeling, and feeling right now.² It means that in organizing communication in English, writing is one of the language skills used by people in written form to transfer sequentially and make acquaintance with others. Therefore, the readers can understand the meaning of the author. This is one approach to communicate with the person who reads and create a communication between the author and the person who read. The author need also to pay some attention to the formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful choice of vocabulary.³ That is that writing does not only copy the text in written form but needs to provide politeness in several part such as spelling, grammar, punctuation, and vocabulary selection.

Bryne stated that writing is organization of our sentences into a text, into a coherent whole thatis a obvious and absolute in itself,

¹ Ann Raimes, *Technique In Teaching Writing* (London: Oxford University, 1983), p.3

² H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (2nd ed) (San Francisco: Longman, 2000), p. 337

³ Penny Ur, *A Course In Language Teaching: Practice And Theory* (New York: Cambridge University Press, 1999), p. 70

which we are able (or hope to be able to) communicate successfully with our readers through the medium of writing.⁴ This means that writing is organizing sentence into a text referring to the brains area created by a text during the organizing its contexts.

According to Nunan, writing is mixture of process and creation. The process refers to the take action of assembly ideas and working with them until they are presented in a way that is graceful and understandable to readers.⁵ This means that writing is a practice wherever new text builds throughout a series of planning and rearranging stages, writing as produce in which a text is analyze with imitate.

The purpose of writing in principle is the expression of ideas, conveying messages to the person who read, as a result that the ideas itself is arguably the most important aspect of the writing.⁶ That is, the purpose of writing is a express feelings, thoughts, ideas in the written form and convey messages to the person who reads. The power of the author is to understand it is to build a text that feel or is good for people to be able to read accurately..

Based on the statement above, the researcher concluded that writing is activities that stimulate your brain to convey idea, senses, feelings and opinion. We employ hand-eye to organize words, sentences, and paragraphs in written form and make statements between the author and the people who read. The purpose of writing is to make a great writing. Hence, the researcher can pay attention to the language features used to build the person who reads understanding without the pain of the points given by the author in the written form.

Writing is an activity that is for most students, both in the mother tongue or a foreign language. Peter states that because writing is a complex skill involves many processes and abilities, problem can arise

⁴ Donn Bryne, *Teaching Writing Skills* (London and New York: Longman, 1988), p.2

⁵ David Nunan, *Practical English Language Teaching* (New York: McGraw hall, 2005), p. 98

⁶ Penny Ur, *A Course In Language Teaching: Practice And Theory* (New York: Cambridge University Press, 1999), p. 70

for some students.⁷ This means that several students have difficulties in writing because they have to mastery of multiple skills in a balanced way between process and ability. According to Harmer that the most eloquent authors in their own language still need time to create ideas and arrangement what they will write.⁸ This will be a big case also for students who study English as a foreign language, most students have difficulty learning vocabulary in English, which is why students have difficulty expressing ideas and opinion in writing.

Based on preliminary research on November, 10th 2020 the researcher conducted at SMK Ma'Arif Sukoharjo, the researcher find that the student has difficulties in writing especially analytical exposition text. The students are confused on making arguments in writing analytical exposition text, the student still face difficulties in mastering writing. In the priliminary research the researcher find several troubles that caused the students' writing ability still low such as: the students had a lack of vocabulary and they had difficulty expressing ideas and opinions. Meanwhile, they are lazy to bring dictionary. Then, the students are indolent to attend the lesson and did not pay concern to the teacher's explanation the material. In addition, the teacher said that he employ contextual teaching and learning method to teaching writing. She said that students' ability to write analytical exposition text was still low.⁹ This can be seen in the table of the students' score of English:

Table 1
Students' Score of Writing at Eleventh Grade of SMK Ma'Arif
Sukoharjo in the Academic Year 2020/2021

No	Score	Class			Total
		XI TBSM	XI TKJ	XI MM	
1	≥ 70	8	8	7	23
2	< 70	20	22	21	63
Total					86

⁷ Peter Westood, *What Teacher Need to Know about Reading and Writing Difficulties*. (Australia: Accer Press, 2008), p. 56

⁸ Jeremy Harmer, *op.cit*, p. 87

⁹ Ratna Fatmasari, *Interview to English Teacher*, SMK Ma'Arif Sukoharjo November 10th 2020, unpublished

Source: The score for English teacher of SMK Ma'Arif Sukoharjo

From the data in the table 1, this can be seen from students of the eleventh grade of SMK Ma'Arif Sukoharjo, there were 23 students in passed category (get <70 score) and there were 63 students failed category (get score <70). It can be concluded that the students' achievement in learning writing especially analytical exposition text is relatively low because the Minimum Completeness Criteria (KKM) at SMK Ma'Arif Sukoharjo is 70.

Based on the preliminary research in SMK Ma'Arif Sukoharjo on November, 10th 2020 by interview the students, the researcher find several troubles on learning English especially writing analytical exposition text. The trouble is caused by the difficulty of expressing ideas on writing. This is because they find it difficult to choose the right vocabulary for their writing. In addition to students' writing skills which are still relatively low, students also have low motivation and are not interested in doing assignment during the teaching and learning process because writing activities are not in demand. The research etc gets information that the teacher used contextual teaching and learning method in teaching process. This means that the technique is not suitable to be applied in the classroom, because writing is the most difficult skills for students, and the teacher must have other techniques in teaching writing so that students can more easily understand the activities of the learning process of writing, with interesting technique, students will understand well.

From the difficulties of teacher and students', the teacher does not use interesting technique in teaching writing. The teacher employs contextual teaching and learning method to teach analytical exposition writing. Contextual teaching and learning method less effective, it is all the thinking process, not about product or performance for students and teacher focuses on the theory or material, ultimately making student less interesting in learning to write and students unable to convey ideas in writing.

The contextual teaching and learning method, it is very difficult to know whether all students have understood what was explained or not all students have the ability to listen well. According to Hyland, the teacher has important function in students' writing process to help

students develop strategies to generate, organize and refine ideas.¹⁰ This means that the teacher as facilitators needs suitable methods, techniques or strategy to overcome students' difficulties in writing. It can help students to think effortlessly and get goals to generate ideas.

Based on the description above, to overcome this trouble the teacher must be able to find ways in the teaching and learning, particularly writing analytical exposition text, so that the students can have fun, concern and as well confront with the material. In this case, the researcher uses the small-group discussion method to motivate students, with small-group discussion method we can free students to generate their ideas.

Ernest stated that small-group discussion allow members of each group to declare a topic or idea for group discussion surrounded by participants.¹¹ Discussion allows the exchange of ideas in a group context under the direction of a presenter. Small-group discussions were conducted by dividing the students into several groups. The number of group members between 3-5 people.¹² The purpose of small-group discussion is to supply and distribute information on a specific topic and consider and evaluate the information for supported evidence to reach an agreement on general conclusions. In addition, small-group discussion method students are able to divide in sequence and experience in solve the problem. Small-group discussion is a method to build teaching writing especially analytical exposition text that are additional effective and make students active in teaching and learning process.

There are previous reserach showing that small-group discussion is an effective method to be applied in the class, especially in writing. The first has conducted by Khusnu Amalia about "The Use of Small-Group Discussion in Teaching Written Procedure Text at the Tenth

¹⁰ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p. 2

¹¹ Ernest W. Brewer, *13 Proven Ways to Get Your Message Across. The Essential Reference for Teachers, Trainers, Presenters, and Speakers* (California: Corwin Press, Inc., 1997), p. 22

¹² Wina Sanjaya, *Strategy Pembelajaran Berorientasi Standar Proses Pendidikan* (Edisi Pertama) (Jakarta: Kencana, 2006), p. 149

Graders of SMA Islam Sultan Agung 3 Semarang in the Academic Year of 2008/2009". It was found that small-group discussion it could be use as the method in teaching English writing which was carried out by using experimental research.¹³

Second, previous research by Yusuf Efendi about "The Influence of Using Small-Group Discussion towards Students' Descriptive Text Writing Ability at the First Semester of the Tenth Grade of SMA Hidayatul Muslih Way Kanan in the Academic Year of 2016/2017". The researcher design was quasi experimental design. The results of the study have a significant effect on ability to write descriptive text using small group discussion.¹⁴ It can be concluded that teaching English writing using small-group discussion is effective.

There are several differences and similarities between previous researcher and researcher' research. In the first previous study above, the researcher used small-group discussion in teaching writing procedure text. The researcher has been done at SMA Islam Sultan Agung 3 Semarang. In the second previous research above has been done at SMA Hidayatul Muslih Way Kanan and the material was about descriptive text. Temporarily, researcher in this research was use small--group discussion method in teaching writing as an experimental research design and the material is about analytical exposition text.

Based on the explanation above, the researcher was deliberate to employ small-group discussion method in teaching analytical exposition text to assist the students in learning process. Hence, this research is entitled, "The Influence of Using Small-Group Discussion towards Students' Writing Analytical Exposition Text Ability of the eleventh grade of SMK Ma'Arif Sukoharjo in the academic year of 2020/2021.

¹³ Khusnu Amalia, *The Use of Small Group Discussion in Teaching Written Procedure Text* (English Department Faculty of Language and Arts Semarang State University, 2009)

¹⁴ Yusuf Efendi, *The Influence of Using Small Group Discussion Towards Students Descriptive Text Writing Ability at the First Semester of the Tenth Grade of SMA Hidayatul Muslih Way Kanan in the Academic Year of 2016/1017* (Tarbiyah and Teacher Training Faculty State Islamic University Raden Intan Lampung, 2017)

B. Identification of the Problem

Based on the research background above, the researcher identified the following problem:

1. The students' writing ability was still low.
2. The students have difficulty conveying and generating ideas in writing texts.
3. The students lack motivation in making written text.
4. The teacher's technique was still less attractive.

C. Limitation of the Problem

Based on the background and identification of the problem above, the researcher focuses on the Influence of using Small-Group Discussion Method toward students' Writing Analytical Exposition Text Ability at the Second Semester of Eleventh grade of SMK Ma'Arif Sukoharjo in the Academic Year of 2020/2021.

D. Formulation of the Problem

Based on the background above, the problems that come up in this research formulated as follows: Is there any Influence of Using Small-Group Discussion Method towards Students' Writing Analytical Exposition Text Ability at the Second Semester of Eleventh grade of SMK Ma'Arif Sukoharjo in the Academic Year of 2020/2021.

E. Objective of the Research

The objective of the research to know whether there is an Influence of Using Small-Group Discussion Method towards Students' Writing Analytical Exposition Text Ability at the Second Semester of Eleventh grade of SMK Ma'Arif Sukoharjo in the Academic Year of 2020/2021.

F. Significant of the Research

- a. Theoretically: The results of this study to support by previous theories about the ability to teach writing using small-group discussion method in the teaching and learning process.

b. Practically :

1. For students eleventh grade of SMK Ma'Arif Sukoharjo in the academic year of 2020/2021 has the opportunity to improve their ability to write analytical exposition text using small-group discussion method.
2. For English teachers, they can apply the method suggested in result of this study to achieve the objectives of teaching and learning to write using small-group discussion. Furthermore, the result of this study can be used by teacher recover and enhance the quality of classroom writing learning.
3. For the readers, this method is expected to provide some knowledge to improve students' analytical exposition text.
4. For the other researchers who behavior the research studies on the relevant topic, this research can be source.

G. Scope of the Research

1. Subject of the research

The subject of the research was the students at eleventh grade of SMK Ma'Arif Sukoharjo.

2. Object of the research

The object of the research was using the students' writing ability by small-group discussion method on analytical exposition.

3. Place of the research

The research was conducted at SMK Ma'Arif Sukoharjo.

4. Time of the research

The research was conducted in the second semester of 2020/2021.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Teaching English as a Foreign Language

English is one of the most widely used international language. It has to all parts of the world and has important responsibilities in global communication. We can talk others or exchange our feeling, knowledge or thoughts. There are many people in the world, especially in Indonesia, there they are more people who cannot speak English than there are people who can speak English as the first foreign language in Indonesia, and English is qualified from primary school to University. Consequently, English language teachings have a significant role in civilizing language skill.

According to Setiyadi, the Teaching English as a foreign language is different from English as a second language, although both refer to the target language.¹ This is because when the second language English is used in social life, it is usually regarded as an unconscious process, such as Malaysia and India, while learning a foreign language refers to the process of consciously acquiring a language (learning). Because Indonesian language learners use English not for daily communication needs, but just to focus on learning English in school.

Broughton said that in other parts of the world, English as a foreign language is often widely considered in schools, but it does not play a significant role in national or social life.² English as a foreign language means that where the teachers are teaching students from a country where English is not the language of its citizen. For example, in Indonesia, students are taught English in Indonesia would fall into this category. While in social life does not play a necessary role at the national level. Setiyadi's support is that English is actually a foreign

¹ Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.28

² Geoffrey Broughton, et.al., *Teaching English as a Foreign Language* (2nd Ed) (New York: Routledge, 1980), p.6

language for Indonesian language, because English is proficient in school and people do not speak this language in society.³

According to Broughton, teaching shows someone to learn how to do something, provides support courses, instructions, guides some research, provides knowledge, and understands what someone has learned. It is a process to make you.⁴ English teacher may need to create real-world states that can be used to support the teaching and learning process to facilities students with the ability to use English naturally for communication.

In other words, Brown stated that it is an educational guide and facilitate learning, enable the learner to learn, surroundings the situation for learning.⁵ This means that teachers as facilitator in teaching a foreign language help students create a comfortable and good environment for learning process. Good conditions support a more effective teaching learning process.

Based on the explanation above, the researcher concluded that English is not the most important language and that when teaching English as a foreign language, the teacher must help and guide students to improve their teaching materials. In other words, the teacher as facilitators must be able to provide superior methods, strategies or technique in the teaching and learning process. Thus, that at the end of teaching activities, students will be able to understand the subject for which they are qualified.

B. Concept of Writing

1. Definition of Writing

Writing is a way to communicating with others person beyond listening, reading and speaking. George said that writing is defined as the symbolic expression of language through the use of graphical signs.⁶ This means that writing is the demonstration of language through a text with signs or symbols. According to Hyland, writing is

³ Ag Bambang Setiyadi, *Op.Cit*, p. 22

⁴ H. Douglas Brown, *Principle of Language Learning and Teaching: Fourth Edition* (New York: Addition Wesley Longman, 2000), p. 7

⁵ *Ibid.*,

⁶ George Yule, *The Study of Language* (4thed) (New York: Cambridge University Press, 2010), p. 212

a way to share says personal meaning, and writing classes emphasize the power of the individual to form their opinion on a topic.⁷ It is means that writing is a process of dividing individual meanings and a way in which people convey information and give their point of view on a subject in text form. Harmer states:

“Although writing actually began a long time ago, it remained a minority occupation for most of it is history. This is in partly because although almost all humans grow up speaking their first language (and sometimes a second or third language), writing need to be taught.”⁸

In addition, Nunan stated that writing is the thought process of generating an idea, thinking about how to express it in good writing, and organizing the ideas into a clear statement and paragraphs.⁹ This means that writing is a process by which someone expresses their ideas on paper in written form and in writing activity people already know what to say and how to express their ideas. When we write, we must understand and realize the ideas that will be expressed in our writing.

Jozsef says that writing is one of the most complex human activities. It involves the development of design ideas, capturing the mental representation of the subject's knowledge and experience.¹⁰ That means, writing is interrelated activities, including increasing of design ideas, capturing the spiritual expression of knowledge and generating themes.

The last Beth means and lindy Lindner states that writing is thinking on paper, but trying to write and think at the same time is

⁷ Ken Hyland, *Second Language Writing* (1st Ed) (New York: Cambridge University Press, 2003), p. 9

⁸ Jeremy Harmer, *How To Teach Writing*, (New York: Longman, 2004), p. 3

⁹ David Nunan, *Op.Cit*, p. 88

¹⁰ Horfath Jozsef, *Advanced Writing in English as a Foreign Language a Corpus Based Study of Processes and Product* (Pecs: Lingua Franca C sport, 2001), p.5

very difficult.¹¹ This means that writing is expressing ideas on paper, but drafting and thinking at the same time is not easy. According to Mark Connelly writing takes places in writer's goals.¹² This means that the writing is based on the author's goals, such as explaining ideas, answering questions, completing tasks, sharing ideas, or motivating readers.

Based on the definition above, it can be concluded that writing is written presentation intended to convey information from the writer to the reader according to the writer's goals including knowledge of grammar, punctuation, and sentence structure to make it easier for readers to understand the topic. Writing is difficult for students to draft and come up with their ideas in writing form, but it is an important thought that students must memorize.

2. Writing Ability

Many people said that writing is difficult skill. It is because this skill cannot achieve in short time. The difficulties since the writer must attention some aspects like content, grammatical, vocabulary, and others. It is also strengthened by Raimes stat that writing reinforces grammatical structures, idioms, and vocabulary that have been teaching our students.¹³ According to Heaton writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical device but also of conceptual and judge mental elements.¹⁴ It indicates that to create good written work, the students should pay attention in their writing ability.

The following analysis attempts to group the many and varied skills necessary for writing good prose into five general component or main areas. They are as follow:

- a. Language use: the ability to write correct and appropriate sentence.

¹¹Beth Means and Lindy Lidner, *Teaching Writing in the Middle school*, (Colorado: Greenwood Publishing Group, 1998). P. 57

¹² Mark Connely, *Get Writing Paragraphs and Essay (third edition)*, (Boston: Wads word, 2013). P.5

¹³ Ann Raimes, *Op.Cit*, p. 3

¹⁴ J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p. 135

- b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language –e.g. punctuation, spelling;
- c. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
- d. Stylistic skills: the ability to manipulate sentences and paragraphs and use language effectively;
- e. Judgments skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.¹⁵

From the explanation above, it can be concluded that we must have ability to write. The ability to write is the ability to communicate our thoughts or manner in writing form that fulfill five components mention above. The reader can get information from the writer something that is explained in writing form.

3. Aspect of Writing

Writing is one of the language skills has particular an important involvement to human work. Jordan states that writing as the method of human inter-communication by means of conventionally visible marks.¹⁶ It means that writing is a permanent record as a form expression and as a means of communication. Writing has some components that must be attended. Tribble states there are five scoring criteria for scoring of writing, they are:

- a. Content (the ability to think creatively and develop thoughts)
- b. Organization (the ability to write in appropriate manner)
- c. Vocabulary (the ability to use word/idiom)
- d. Language (the ability to write in appropriate structure)

¹⁵ Ibid,

¹⁶ Ashok Sapkota, “Developing Students’ Writing Skills Through Peer and Teacher Correction: An Action Research“, *Journal of NELTA* Vol. 17 No. 1-2 (December 2012), p. 70

- e. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).¹⁷

Writing ability is one of the most important skills that must be mastered. If we are able to write well, it means we are able to communicate effectively. The reader can get the information from the writer about something explained through writing.

From the explanation above, it can be concluded that writing ability is an ability to communicate or express idea and thoughts to create something on written form which fulfills five aspect of writing includes content, organization, vocabulary, language, and mechanics.

4. Writing Process

Nunan states that the process writing approach involves the process-steps necessary to produce a good quality final piece of writing.¹⁸ It means the purpose of process writing is to produce a good final portion of writing. Writing also is use for evidently something during written form. The students include to follow the steps to create their writing is well. Harmer classified that the writing process has four elements, they are: planning (pre-writing), drafting, editing (reflecting and revising), and final version.

1. Planning

Experienced researcher plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some researcher this may involve making detail notes. When planning, researcher have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the specie.

2. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be product on the way the final version.

¹⁷Cristopher Tibble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p. 3

¹⁸David Nunan, *Op.Cit*, p. 101

3. Editing (Reflecting and Revising)

Once researcher has produced a draft they then, usually, read thought what they have written to see where it works and where it doesn't.

4. Final version

Once researcher has edited their draft, making the changes they consider to be necessary, they produce their final version.¹⁹

Based on the statement above, the researcher concluded that writing has four stages which include: the first step is planning, in this step the writer decide about topic that will be poured in writing. The second is drafting, it is process which the writer construct the concept of ideas in the draft. Then the third process is editing or revising, in editing process the writer can deleting, change, modify or reorganize their idea in drafting. And the last is final version.

5. Teaching Writing

According to Harmer, the reason for teaching writing to students of English as a foreign language include reinforcement, language, development, learning style and most importantly writing as a skill in its own right.²⁰ That means there are four reasons for teaching writing based on Harmer. The first is writing reinforcement, its means that after the students have considered new language they try to reinforcement with write sentences in new language. The second is writing for language development that's means by writing students develops their English as a foreign language. Third, writing for learning style that means use words to convey and receive information. The last writing as a skill it is because writing is skill students require to know how to read a letter, genres, and other.

Graves said that teaching writing would also enable our students to have a better knowledge and awareness for the new language they

¹⁹ Jeremy Harmer, *Op.Cit.* p. 4-6

²⁰ *Ibid*, p. 49

were using.²¹ That means is teach writing to students it can improve their writing skill in English as a foreign language by practice write in new language.

Based on the explanation above it can concluded that there are four reasons teach writing the first is to reinforcement, language development, learning style and writing as skill should know by the learners who learn English. It is also enable students to be better in their knowledge especially in writing.

6. Approaches in Teaching Writing

According to Harmer, there are approaches in teaching writing as follows:

a. Process and Product

In the teaching of writing we can either focus on product of that writing or on the writing process itself. When concentrated on the product, we are orally interested in the aim of task in the end product. As we shall see bellow, a consideration of written genre has a lot in common with a product approach to writing, i.e an approach with value the construction of the-end product as the main this to be focused on (rather that the process of writing itself).

b. Genre

A lot within a discourse community in very genre bound. In other words, writers frequently construct their writing so that the people within that discourse community will instantly understand what kind of writing it is. We know what an advertisement in when we see it, we recognize poetry formats and we know what a formal letter should look like. Genre represents the norms of different kind of writing.

c. Creative writing

The term creative writing suggests imaginative tasks, such as writing poetry, stories and plays. Such as activities have a number of features to recommend them. Chief among these is that the end result is often felt to be some kind of

²¹ Kathleen graves, *Teacher As A Developer* (New York: Cambridge University Press, 1996), p. 120

achievement and that ‘most people feel pride in their work and want it to be read’. This sense of achievement is significantly more marked for creative writing than for other more standard written products.

d. Writing as a cooperative activity

Although many people in their personal lives write on their own, whether at home or at work, in language classes teachers and students can take advantage of the presence of others to make writing a cooperative activity, with great benefit to all those involved. In one example of such an approach, group writing allowed the lecturer to give more detailed and constructive feedback since she dealing with a small number of group, rather than many individual students.

e. Building the writing habit

Building the writing habit can be done with a range of activities. We can promote instant writing by dictating half a sentence which the students have to complete. We can get them to write three don’t sentences for a new school. We can get students to respond to music by writing what words or scenes a piece of music suggests, or by describing the film scene a piece of music might accompany. They can write about how a piece of music makes them feel or write stories that the music ‘tells them to write’.

f. Writing for learning and writing for writing

Writing the learning is the kind of writing we do to help students learn language or to test them on that language. The same is true when we get them to write (say for test) four sentence about what they wish about the present and the past. When we ask students to design a good magazine advertisement, however we are doing this so that they may become good at writing advertisement. When we get them to write a narrative text, it is their ability to write a story that counts, not just their use of the past tense.²²

²² Jeremy Harmer, *The Practice of English Language Teaching* (4th edition), (Cambridge: Pearson Education Limited, 2007), p. 325-330

Based on the explanation above, it can be concluded that there are some approaches in teaching writing. They are process and product, genre, creative writing, writing as a cooperative activity, building the writing habit, and writing for learning and writing for writing. The researcher will be use creative writing and writing as a cooperative activity for approaches in teaching writing. Creative writing for students writing analytical exposition to express arguments that are in students' thinking, while writing as a cooperative activity is for students to study in small group.

C. The Concept of Text

1. Definition of Text

Language is always produced, exchanged or received as text, that is, language as a system of communication is organized as cohesive units we call texts.²³ The definitions mentioned by Peter Knapp and Megan Watkins in their book *"Genre, Text Grammar Technologies for Teaching and Assessing Writing"*. In the different word but still in the some meaning. Siahaan and Shinoda said that a text is a meaningful linguistic unit in a contexts, it is both a spoken text and written texts.²⁴ Furthermore, the definition of text can be found in Oxford Learner's Pocket Dictionary. The definitions of the text are:

- a. Main printer part of a book.
- b. Original words of a speaker, author, etc.
- c. Book, play, etc that is studied.²⁵

Based on the statement above, it can be concluded that a text is an original word of something written, printed, or spoken which is produced creatively and systematically by individuals in order to give explanation or only description about something.

²³ Peter Knapp and Megan Watkins, *Genre, Text Grammar Technologies for Teaching and Assessing Writing* (Sydney: AUNSW press Book, 2005), p. 29

²⁴ Sanggam Stahaan and KisnoShinoda, *Generic Structure Text*, (Yogyakarta: GrahaIlmu, 2008), p. 1

²⁵ Martin H. Manser, *"Oxford Learner's Pocket Dictionary"*, English Dictionary (New Edition) (New York: Oxford University Press, 1980), p. 428

2. Type of Text

According to English syllabus for senior high school there are many kinds of text are taught in senior high school. There are thirteen types of text as follow:

1. Descriptive
To describe in vivid sensory detail and to express individual feeling such as people, places, things.
2. Procedure
To present basic information clearly and tells the reader how to do something or describes how something is done.
3. Narrative
To tell what happens, real or imaginary, to put in time sequence.²⁶
4. Spoof
Spoof is a text to retell an event with humorous twist.
5. Recount
Recount is a text to retell an event of self experience for informing or entertaining.
6. Report
Report is text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.
7. Analytical Exposition
Analytical exposition is a text to persuade the reader or listener that something in the case.
8. News Item
News item is a text to inform readers, listener or viewers about events of the day which are considered new worthy or important.
9. Anecdote
Anecdote is a text to share with others an account of an unusual or, amusing incident.

²⁶ Ana Munoz, Sandra Gaviria, Marcela Palacio, *Guidelines For Teaching And Assessing Writing, Group Investigation Centro De Idiomas (GICI) Universidad EAFIT*, 2006, p. 9

10. Hortatory Exposition

Hortatory exposition is a text to persuade the reader or listener that something or should not be the case.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issues.

13. Reviews

Review is a text to critique an art work or event for a public audience.²⁷

Based on the statement above, it can be concluded that the kinds of the text above must be mastered by the students in writing for increase the students writing ability. The researcher only focuses of analytical exposition text. Because, the researcher measures the ability of students in writing an argument about something or phenomena.

D. Concept of Analytical Exposition Text

1. The Definition of Analytical Exposition Text

Analytical exposition text is a text elaborates the writer idea about the phenomenon surrounding.²⁸ An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case.²⁹ Analytical exposition text is a text which discuss about something that happen in society.³⁰ The

²⁷ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Educational Enterprises Publishing, 1994), p.192-220

²⁸ Dewi Kurniawati and Tiza Okta Kurniawan, *Using Highlighted Journal Strategy in Teaching Analytical Exposition Text*, (English Education: Jurnal Tadris Bahasa Inggris, 2017) Vol.10 (2), p. 7

²⁹ Linda Gerot and Peter Wignell, *Op.Cit*, p. 197

³⁰ Annisa Fitri Irawan, Et.al, *Students' Ability in Writing an Analytical Exposition Text at English Department of Universitas Negeri Padang*, (English Department: Journal of English Language Teaching, March 2019) Vol. 7 (1), p. 2

researcher was given the opinion about the phenomenon that will be discussed. The purpose of an analytical exposition text is to persuade the readers or listener by presenting one side of an argument. To make the persuasion stronger, the speaker or writers was given some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lecturer, research report etc.

2. Generic Structure of Analytical Exposition Text

According to Gerot and Wignell, the generic structures of analytical exposition text are thesis, arguments and reiteration.³¹ The generic of analytical exposition text as follows:

a. Thesis

Thesis is used for introducing topic and indicates the writer's position. Besides, thesis is also used as the outline of the main argument, to be presented.

b. Argument

The use of argument is to restate main argument outlined in preview. It consists of elaboration, development, and support to each point of argument.

c. Reiteration

It is usually used for restating the writer's position and to conclude the whole argument.

Based on the explanation above, the researcher concludes that analytical exposition text has three essential parts, namely the generic structure which consists of thesis, argument and reiteration.

3. Grammatical Features of Analytical Exposition Text

The analytical exposition has grammatical features, they are:

- a. Focus on generic human and non-human participant.
- b. Use of simple present tense. This tense is used because it shows the events that exist now, in the past and in the future.
- c. Use of relational processes to express the cause and effect event.

³¹ Linda Gerot and Peter Wignell, *Op.Cit*, p. 197

- d. Use of internal conjunction is to stage the argument and to show the series of argument that contain more than one argument.

- e. Reasoning through causal conjunction or normalization.³²

The example of Analytical Exposition Text as follow:

Table 2
The example of Analytical Exposition Text

Corruption and Indonesian Culture	
Thesis	Corruption has happened for many years and today it becomes a bad culture in Indonesia for three reasons.
Argument 1	Most adult Indonesian or foreigners have known and admitted that's corruptions happed in many places. The daily newspaper, news programs on TV and radio have reported corruptions are done everywhere, almost in all departments or public services of this country. Corruptions happen in health, education departments and banks. When we manage to get some documents in public service offices, we usually need much money to pay. Manipulations happen everywhere.
Argument 2	The actions to eliminate corruption are weak. The ever stronger culture seems not to come to an end when the responsible institutions who have to reinforce the justice today commit corruption. This is the worst. Corruptions happen in police department, courts where judges, public prosecutors, lawyers make deals to do corruption. All of us also heard in the end of 2004, Probosutejo reported that he had Suoreme Court, or called Mahkamah Agung which becomes the highest level where the

³²*Ibid*,

	justice can be obtained. Perhaps you have to try to come to the local courts and see what happen there. You will see practices of bribery and other kinds of corruption. Therefore, we can stay that corruptions becomes our culture. Do you like it?
Argument 3	The citizens have no good will to fight against the corruption. They create the situations in which people have opportunities to do corruptions. The citizens like to break the rules because they are not disciplined. For example, in the street when they drive a car or ride motorcycle, they do not have the driving license or necessary documents. Then, they are caught by the local policemen. To avoid more difficulties, they like to bribe the officer. The officer let them go then. In other words, the citizens and officers are the same, doing corruption together. If only the people were critical, disciplined, and obey the rules, and willing to report any wrong behaviors, this country will not be number one corrupting country in the world.
Reiteration	In conclusion, corruption is becoming a bad culture in Indonesia if it is not ended soon by all of us. It seems that there must be more severe penalty for the corruptors. Do we still care about the future of this country?

E. Concept of Analytical Exposition Text Writing Ability

The written productive skill is called writing.³³ It is the skill of a writer to communicate information to reader or group of readers. That means writing is one of language skill which is used to express the ideas, to share information to other readers through written form. The

³³*Ibid,*

one type of writing is analytical exposition text. Analytical exposition text is a type of written text that is intended persuades the readers that something is the case.³⁴ To make the persuasion stronger, the written give some arguments as the fundamental reasons why something is the case. This type of the text can be found in scientific book, journals, magazines, newspaper articles, academic speech or lecture, research report etc. the generic structure of analytical exposition text usually has three components: thesis, arguments, and reiteration or conclusion. In other word, analytical exposition text is a text elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea or topic is an important matter.

Writing has components that must be mastered by the writer to get a good writing. In writing analytical exposition text ability, the writer expresses the arguments of the text not only to keep attention about generic structure and grammatical features of analytical exposition text, but the writer also have to keep attention about five aspects of writing that will be the assessment of writing.

Based on the explanation above, the researcher concludes that writing analytical exposition text ability is the students to make arguments as the fundamental reasons why something is the case. In written form whose generic structure consist of thesis, arguments and reiteration to give information to the readers which fulfills the criteria of a good writing including content, organization, vocabulary, language use, and mechanics.

F. Concept of Small-Group Discussion Method

1. Definition of Small-Group Discussion Method

A simple and effective method of involving students is known as small-group discussion.³⁵ According to Baker, small-group itself is three or more people interacting face to face, with a leader who is

³⁴ Linda Gerot and Peter Wignell, Loc.Cit

³⁵ George Brown, Madeleine Atkins, *Effective Teaching in Higher Education*, (London and New York: Methuen & Co, Ltd, 1988) , p. 29

assigned to organize the course of the discussion properly.³⁶ Small-group discussion provides opportunities for student initiation, for face to face give and take, for practice in negotiation of meaning, for extended conversational exchanges, for student adoption of roles that would otherwise be impossible.³⁷ Small-group discussion refers to interacting in a face-to-face situation so they do the dialog, not only with teacher but also with other learners. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.³⁸ Students can share conversation discussion in group and exchange of their idea.

According to Ernest, small-group discussion allows presenters to announce a topic or idea for group discussion among participants.³⁹ It means that small-group discussion is groups lead by a person in charge or presenter to discuss a topic or problem. Discussion allows for an interchange of ideas inside the context of a group under the course of a presenter.

According to Brown and Atkins, in small-group discussion the lecturer sets a problem or a discussion topic and invites the student to form groups of three or four who discuss or solve the problem set.⁴⁰ It means that small-group discussion is a process where the students separated into small group to confer a topic or problem. Small-group discussion refers to interact in a face to face position thus they achieve the dialog, not only with teacher but also with other learners.

Small-group discussion without good classroom organization may be totality ineffective. The arrangement of furniture I the classroom is probably the single most important factor in determining

³⁶ Carry L. Baker, *Discussion and Group Work Method in Language Learning* (New Jersey: Harper and Row Publisher, Inc. , 1987), p. 159, in Khusnu Amalia, *The Use of Small Group Discussion in Teaching Written Procedure Text*, (English Department Faculty of Language and Arts Semarang State University, 2009) p. 13.

³⁷ H. Douglas Brown, *Op.Cit*, p. 178

³⁸ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (2nd ed)(Longman, 200), p. 165

³⁹ Ernest W Brewer, *13 Proven Ways to Get Your Message Across. The Essential Reference for Teachers, Trainers, Presenters, and Speakers*, (California: Corwin Press, Inc., 1997), p. 22

⁴⁰ George Brown, Madeleine Atkins, *Loc.Cit*

the success of the tutorial.⁴¹ Nunan points out that setting in the classroom is important.⁴² Consequently, the objective setting is a significant element of successful small group discussion.

According to Breen and Candlin, the teacher has three main roles in the communicative classroom. The first is to act as facilitator for the communicative process, the second is to act as participant, and the third is to act as an observer and learner.⁴³ According to Brown, the teachers' roles may change from controller, director, manager, facilitator, and resource.⁴⁴

Based on the explanation above, it can be fulfilled that small-group discussion is a teaching method where the students work in group discussion to solve the problem through a discussion process.

2. Procedure Using Small-Group Discussion

Small-group discussions have many steps to be done for making this method easier. According to Ernest, there are some procedure of small-group discussion, they are:⁴⁵

1. Introduction

The teacher introduces and explains more the material on which all of the students have some background knowledge so they have a basis for discussion. Then, the teacher gives an instruction to the students at the beginning of the discussion.

2. Directing the discussion

The presenter is in charge of directing the discussion to get it started. The students report their own discussion on the piece of paper that is provided by the teacher and presents the result of their discussion in their own group first and to other groups. The other members of groups clarify, give opinion or comment and criticized. The presenter should ask the participants

⁴¹ Mavis Kelly, Ken Stafford, "Managing Small Group Discussion". *Workshop Series* No. 9 (July 1993), p. 6

⁴² David Nunan, *Op.Cit*, p. 91

⁴³ David Nunan, *Op.Cit*, p.87

⁴⁴ H. Douglas Brown, *Op.Cit*, p. 167

⁴⁵ Ernest W Brewer, *13 Proven Ways to Get Your Message Across. The Essential Reference for Teachers, Trainers, Presenters, and Speakers*, (California: Corwin Press, Inc., 1997), p. 22

if they have questions about the topic at hand. The presenter should try to keep control of the discussion, yet not dominate it. Once the discussion begins, questions are essential in keeping the discussion moving.

3. Summarizing the discussion

A final summary is essential at the end of the discussion. Conclusions should be recorded on the chalkboard so all can see them.⁴⁶

Considering those the problem the researcher will concludes the procedure of teaching writing analytical exposition text using group discussion were follow:

1. The teacher explains Small-Group Discussion Method and the procedure of Small-Group Discussion.
2. Divide the learners into small groups.
3. The size of the groups should be worked out in relation to the total number of students in the class.
4. The teacher was given the topic to be discussed.
5. Ask the learners to decide a group leader and a secretary of each group.

The leader will give motivations the learners in groups to convey their ideas in the group freely. The secretary was written the report of each member.

6. The students will start a 15-20 minutes for discussion. The students was discuss topic about analytical exposition text in a group from the topic given the teacher. All students from each group were made a thesis, arguments, and reiteration from the topic given the teacher.
7. When the time has ended, the teacher called the secretary of each other to report the result.
8. At the end, each student was asked to summarize the result of discussion. The teacher and students collectively collect the material that has been studied.

⁴⁶*Ibid*, p. 23-25

3. Procedure of Teaching Analytical Exposition Text Using Small-Group Discussion Method

Small-group discussion has many steps to be done for making this method easier. Based on the statement from Ernest,⁴⁷ the researcher concludes that the step or procedures of teaching writing analytical exposition text by using Small-Group Discussion Method are as follow:

a. Introduction

In this activity, the researcher was explained more to the students about analytical exposition text, until they have an origin. The researcher was given information about the method and steps of small-group discussion. Students require understanding to do before discussion activities. The researcher was given an instruction to the students before the discussion begins. The researcher was form of small-group consisting of 3-6 people, and every group is asked to choose a leader or a presenter. The number of members of group depends on the number of students overall. These small-groups should have room to sit either opposite each other or in a surround which will enhance the discussion. The researcher was arranging seats in a group before. After that, the teacher was given the same topic for discussing to the students in a group discussion.

b. Directing the discussion

In this activity, the student was discussed the topic about analytical exposition text in a small-group discussion. All students from each group was maked a thesis, argument, and reiteration from the topic given the researcher. Through the writing, the student was discussed with each other how to help and share information in writing analytical exposition text. Through discussion activities, the researcher should observe the group discussion to make sure that all members of group write analytical exposition text and participate in their own discussions and pick up information about students' progress. Then, the students was reported their analytical exposition text on the piece of paper and presents the result of their discussion in their own

⁴⁷ Ernest W Brewer, *Op.Cit*, p.25

group first and to the other group through instruction from the presenters. The other member was clarified, gives opinion or comment and criticized. The presenters should ask the participants if they have questions about the topic at hand. Opinions and comments of other groups were help students to fix their analytical exposition text.

c. Summarizing the discussion

After discussion activities, the students and the researcher were make a summary about the topic that has been discussed.

Based on the statement from Ernest, the researcher classifies that the step or procedures of teaching writing analytical exposition text by using Group Discussion Method into 3 parts, they are:⁴⁸

a. Pre-activity

1. The researcher explains the learning objectives and basic competencies to be achieved.
2. The researcher determines the material which is taught to the students, that is analytical exposition text.
3. The researcher explains the method to be used, that is small-group discussion method.

b. Main-activity

1. The researcher was explained more to the students about analytical exposition text.
2. The researcher was given information about the method and steps of small-group discussion.
3. The researcher was form of small-group consisting of 3-6 people, and every group is asked to choose a leader, moderator or a presenter and secretary.
4. The researcher given the same topic for discussing to the students in a group discussion.
5. The researcher was discussed the topic about analytical exposition text in a group discussion. All students from each group were make a thesis, argument, and reiteration from the topic given the researcher.
6. One of the students in a group was reported their analytical exposition text on the piece of paper and presents the result

⁴⁸ Ernest W Brewer, *Op.Cit*, p. 25

of their discussion in their own group first and to the other group through instruction from the presenters.

7. The teacher requires each student in the group to make a question. Then, selected some of the most interesting questions according to the group. After that, exchange questions with other groups. Then, discuss and answer questions from other groups in their respective groups.
 8. The other member of the group was clarified, gives opinion or comment and criticized. The presenters should ask the participants if they have questions about the topic at hand. Opinions and comments of other groups were help students to fix their analytical exposition text.
- c. Post-activity
- After discussion activities, the students and the teacher were make a summary about the topic that has been discussed.

4. Advantages and Disadvantages of Using Small-Group Discussion

Small-group discussion is one of kind discussion method. According to Ernest, the advantages and disadvantages of small-group discussion are:

- a. Advantages of Small-Group Discussion Method
 1. All participants in the group can participate.
 2. It is a good way to get participants interested in a topic.
 3. Participants may more easily understand another participant's explanation than a presenter's explanation.
 4. The presenter can identify participants who needed assistance.
 5. The presenter can identify individual opinions about the topic.
 6. It helps the participant see relationships among ideas or concepts related to the topic at hand.
- b. Disadvantages of Small-Group Discussion Method
 1. It is time-consuming. Requires a fairly long time, which is sometimes not as planned like widespread discussion on topic.
 2. Some participants in the group may do all the talking.
 3. It involves less presenter involvement than other methods.

4. The discussion can easily get off track.⁴⁹

From the explanation above it can be concluded the small-group discussion still have several weaknesses. To solve of problem that the small-group discussion that runs well (directed/focused) is assisted by someone who can facilitate the other participants called moderators or leaders. The moderator or leader must pay attention to the involvement of his group members, must not take sides, or allow certain people to monopolize the discussion and ensure that everyone has enough opportunity to speak, and group members feel comfortable sharing and expressing their opinions or thoughts. The moderator must also listen to the discussion as well as possible while observing the time and direct the conversation that it can move smoothly and on time that all issue can be fully discussed.

G. Concept of Contextual Teaching and Learning Method

1. Definition of Contextual Teaching and Learning Method

According to Johnson, Contextual Teaching and Learning (CTL) method is systems that stimulate the brain to weave patterns that express meaning. CTL method is the brain-compatible system of instruction that generates meaning by linking academic content with the context of a student's daily life.⁵⁰ It can be conclude that the correlation between academic content and the context of a student's daily life can be generated by brain that use CTL method system.

In Addition, Contextual Teaching and Learning (CTL) method enables students to connect the content of academic subjects with the immediate context of their daily lives to discover meaning.⁵¹ It means that CTL method is a manner that used by the teachers in their teaching that make their students able to connect their content of matter with the context of their daily lives. Then, David said that because everyone's brain is unique and because people are smart in different ways, CTL method encourages young people to make as

⁴⁹ Ernest W. Brewer, *Op.Cit*, p. 27

⁵⁰ Elaine B. Johnson, *Contextual Teaching and Learning: what it is and why it's here stay*, (United States of America: Corwin Press, INC, 2002), p. 16.

⁵¹ *Ibid.* p. 24.

many kinds of connections as possible.⁵² It means that CTL method helps the people that have unique brain to make many connections in their life. It makes the people to have many possibilities that useful for them, such as in their working, society, and study. Furthermore, Susan Sears argued that Contextual Teaching and Learning (CTL) method is a concept that helps teachers relates subject matter to real world situations. CTL method motivates learners to take charge of their own learning and to make connections between knowledge and its applications to the various contexts of their lives: as family members, as citizens, and as workers.⁵³

Besides that, Berns and Erickson said that CTL method is a concept of teaching and learning that helps teachers relate subject matter content to real world situation and motivates students to make connections between knowledge and its applications to their lives as family members, citizens and workers.⁵⁴ It can be conclude that CTL method is very important in the process of teaching and learning. CTL method can help the teachers in their teaching. Besides that, CTL method gives the motivations to the students in their learning.

Related to the Contextual Teaching and Learning (CTL) method, it can be concluded that CTL method is a system or concept that connect the content of academic subject with the context of daily lives. CTL method helps the teachers to relate the subject matter to real world situation and motivates the students to make connection between their knowledge to the various contexts of their lives: as family members, as citizens, and as workers. CTL method as a concept that helps the teachers and students relates the meaning through prior and new knowledge to get new understanding.

2. Procedure of Teaching Writing through Contextual Teaching and Learning Method

According to Robert, there are some procedures of contextual teaching and learning, they are:

⁵² Ibid, p. 48.

⁵³ Susan Sears, *Introduction to Contextual Teaching and Learning*, (Phi Delta Kappa Educational Foundation Bloomington, Indiana, 2003), p. 9.

⁵⁴ Leigh Chiarelott, *Curriculum in Context: Designing Curriculum and Instruction for Teaching and Learning in Context*, (United of States America: Wadsworth, 2006), p. 5

- a. Pre-activity
 1. Explaining the objectives to be achieved.
 2. Determine the subject matter that will be submitted.
The researcher determines the material which is taught to the students, that is analytical exposition text.
- b. Main-activity
 1. The beginning of the lecture
The beginning of this method is presenting the lesson. Teacher introduces topic and material of the lesson.
 2. The body of the lecture (Presentation)
The students listen to teacher who explains the generic structure, language feature of the text and five aspects in writing.
 3. The closing of the lecture
The closing of this method is the students making an analytical exposition text. After taking notes of teachers' explanation, students make an argument of the issue.
- c. Post-activity
Ask for an answer students' questions. Teacher allows the students to ask if there is not yet understood. After that, teacher with students conclude lecture material that has been taught.⁵⁵
Based on the statement above, the researcher concludes that the step or procedures of teaching writing analytical exposition text by using Contextual Teaching and Learning method are as follow:
 - a. Pre-activity
 1. The researcher explaining the learning objectives to be achieved.
 2. The researcher determines the material which is taught to the students, that is analytical exposition text.
 - b. Main-activity
 1. The researcher explains about analytical exposition text; definition, function, generic structure and language features.

⁵⁵ Robert E. Yager, *Exemplary Science: Best Practices in Professional Development*, (United of States America: National Science Teachers Association, 2005), p.78.

2. The researcher explains about five aspect of writing; content, vocabulary, organization, language and mechanics.
3. The researcher was given the same topic on the whiteboard, and then students choose one topic that they were developing individually.
4. All students were make a thesis, argument, and reiteration from the topic they have chosen.

c. Post-activity

After discussion activities, the students and the teacher were make a summary about the topic that has been discussed.

3. Advantages and Disadvantages of Contextual Teaching and Learning Method

According to Boroch, there are some the advantages and disadvantages of contextual teaching and learning method that can be used by the teacher in giving treatment in control class.

a. Advantages of Contextual Teaching and Learning Method

1. To facilitating constructed meaning from new knowledge, this method also enhances student motivation and helps to translate often abstract concepts into concrete examples.
2. CTL method makes the knowledge to be mastered visible and presents it in a way that makes immediate sense to the learner.
3. Others have noted the affective benefits of increased learner confidence, development of enthusiasm and interest toward students' long-term goals, and the education that is required to achieve them.⁵⁶

From the explanation, it can be concluded that Contextual Teaching and Learning motivates (CTL) the learner to take a charge of their own learning and to relate between knowledge and its application to the various contexts of their lives. CTL can strengthen students' memory and understanding of the concept because the students are learning through the material that has taken from their experience and new knowledge. In other words, they relate their prior and new

⁵⁶ Deborah Boroch, et. al, *STUDENT SUCCES*, p. 76.

knowledge to get new understanding. So, they will easily remember, recall, and comprehending the material.

b. Disadvantages of Contextual Teaching and Learning Method

1. Teachers are more intensive in the lead. Because the CTL method the teacher no longer serves as a center of information. The task is to manage the classroom teacher as a team that works together to discover new knowledge and skills for students. Students are viewed as a developing individual. One's learning ability will be influenced by the level of development and breadth of experience he has. Thus, the teacher's role is not as instructors or "ruler" that forces the will but the teacher is supervising students so they can learn according to the stage of its development.
2. Teachers provide opportunities for students to discover or implement their own ideas and invite students for being aware and consciously use their own strategies for learning. But in this context of course teachers need extra attention and guidance to students for learning purposes in accordance with what was originally applied.⁵⁷

Based on preliminary research in SMK Ma'Arif Sukoharjo the researcher found many disadvantages from used contextual teaching and learning method in teaching learning writing:

1. Attention level is not the same while students listening the lecture.
2. Learning is an active process thus study should encourage to actively participating in the class room instead of just listening the teacher.
3. There is no cooperation and interaction between the teacher and pupils in the lecture process.

This contextual teaching and learning method is considered as the cause of the students being lazy to learn because this method is less attractive to students, less motivating. To increase student's motivation in learning, teachers can use a variety of appropriate learning methods. The application of suitable methods will enable students to experience effective learning, one of the learning methods

⁵⁷ Deborah Boroch, et. al, *STUDENT SUCCES*, p. 76.

is the Small-Group Discussion method. Learning is now widely applied because it involves all students in their implementation, in addition to being able to attract students to be more creative, this method can also foster a spirit of cooperation within students, train students in speaking and expressing opinions and is expected to support a sense of mutual need to achieve a goal. Through this method, students actively play a role in the process learning and training students to express their opinions.

H. Frame of Thinking

Writing is skill in which we express ideas which are arranged in words sentences and paragraph by using eyes, brain and hand to convey message to reader. Writing is a device written communication between the writer and the reader. The students might contain writing class in their school, but they find some difficulties, like in generate ideas, and how to start writing, find some sentences that have relationship with the topic, etc. Therefore, the teacher must find and use effective techniques or strategies in order to invite the students' concern.

Small-group discussion is a teaching method where the students work in small groups to answer question and make a decision through a discussion process. Small-group discussion method is a way of discussion of the problem in practice the students are divided into the groups. Based on this theory, the researcher assumes that the teaching writing texts especially analytical exposition text will be more effective by using group discussion because the students will get more significant understanding in writing analytical exposition text through interaction in group. Interaction is the collaborative exchange of thoughts, feelings, or ideas among the students. Interactions allow opportunities for students to get more of students understanding in analytical exposition text.

Small-group discussion can solve the problem in writing analytical exposition text. It will be developing students' awareness, self confidence and independence in learning which prove educable to the students. Small-group discussion avoids being bored and tired of studying and it makes in teaching writing analytical exposition text is more effective and interesting. Because, students direct their attention

or thoughts to the problem being discussed and the conclusions of the discussed result are easily understood by students because they follow the thought process before coming to a conclusion.

I. Hypothesis

The hypothesis of the research as follows:

- Ha = There is a significant effect of using Small-Group Discussion Method towards students' writing analytical exposition text ability at the eleventh grade of SMK Ma'Arif Sukoharjo in the academic year of 2020/2021.
- Ho = There is no significant effect of using Small-Group Discussion Method towards students' writing analytical exposition text ability at the eleventh grade of SMK Ma'Arif Sukoharjo in the academic year of 2020/2021.

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